DOCUMENT RESUME

ED 068 267 88 RC 006 577

AUTHOR Tarbet, Don; Miles, Marilyn
TITLE Northern Indian California Education Project; An Analysis of Responses by Practicing School Psychologists on a Pre-Questionaire.
INSTITUTION Humbolt County Schools, Eureka, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
PUB DATE 72
NOTE 10p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Academic Performance; *American Indians; Educational Diagnosis; *Educational Problems; Measurement Instruments; *Measurement Techniques; Psychological Evaluation; Psychological Tests; *Questionnaires; *School Psychologists; Student Behavior; Student Evaluation; Testing Problems; Test Interpretation; Workshops
IDENTIFIERS *Northern Indian California Education Project

ABSTRACT

School psychologists (13) representing the 6 counties served by the Northern Indian California Education Project (Title III, Elementary and Secondary Education Act) attended a workshop on January 14, 1972, at Humboldt State College. Also attending were Humboldt State personnel from the fields of education and psychology. The workshop was intended to bring together the practicing school psychologists to discuss educational problems of American Indian children within the service area. The problems of accurately conducting diagnostic evaluations of Indian students for special education placement or for other such purposes was of primary concern. A pre-questionnaire was administered to determine what instruments and procedures are currently used. The questionnaire was analyzed by tabulating responses and by running a factor analysis of correlations among responses. The education problem was seen as having 2 basic sources: (1) school--poor teaching, poor expectancies on the part of educators, irrelevant material, vast difference in environment from home; and (2) home and cultural factors--poor use of language by parents, unfavorable perception of education, different goals and values, and so on. The solutions decided upon were to develop a wide range of learning skills, more flexibility in educational programs, preschool work, smaller classes, better diagnostics, special instruction, and stressing of positive aspects of child's performance in communication with the home. The respondents also suggested that better instruments are needed for testing minority group children. (FF)

ED 068267

Northern Indian California Education Project
526 A STREET, EUREKA, CALIFORNIA 95501 • 707 / 443-4858

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

# NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT

An analysis of responses by practicing school psychologists on a pre-questionnaire.

Prepared By:

Don Tarbet and Marilyn Miles

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

RC006577

Thirteen school psychologists representing the six counties served by N.I.C.E. attended a workshop January 14, 1972 at Humboldt State College. Also attending were Humboldt State personnel from the fields of education and psychology. Those attending in addition to Project N.I.C.E. staff were as follows:

| | |
|---|---|
| Del Norte: | Larry Holcomb, Barbara Clausen, Roy Krause |
| Humboldt: | Dudley Puryear, Pat Lamont, Donald Galt, Mike McManus, Russell Shaddix, Graham Misbach |
| Trinity: | Gladys Ehlerding |
| Lake: | Robert Ihinger |
| Siskiyou: | Joseph Turbovsky |
| Mendocino: | Rod Gabrielson |
| HSC: | Donald Mahler, Thomas Agin, Doris Agin |
| Other: | Anne Mearns, Beverly Ihinger |

The purpose of the workshop was to bring together the practicing school psychologists to discuss educational problems of Indian children within the service area. The problem of accurately conducting diagnostic evaluations of Indian students for special education placement or for other such purposes was of primary concern.

A pre-questionnaire to determine what instruments and procedures are currently used was administered. The workshop and the pre-questionnaire also addressed itself to recommendations for appropriate change. Responses were gathered from the following: Holcomb, Clausen, Misbach, Galt, Lamont, McManus, Shaddix, Ehlerding, Ihinger, Turbovsky, and Agin (Thomas).

The questionnaire was then analyzed by the following procedure.

ANALYSIS

The analysis of the questionnaire was broken into two sections: 1) Tabulation of reponses; and 2) Factor analysis of correlations among responses.

Tabulation

Psychometric questions 1-3 refer to types of instruments used in assessment. Only those responses listed at least twice are given.

I. Which of the state approved intelligence tests do you use?
   1. Stanford-Binet - 9
   2. WISC - 9
   3. WAIS - 3
   4. Leiter Internationsl - 3
   5. No specific instruments named - 2

II. Which supplemental tests do you use?
   1. WRAT - 9
   2. Bender - 9
   3. Goodenough - Harris DAP - 4
   4. Raven - 3
   5. ITPA - 3
   6. PPVT - 3
   7. CTMM - 2
   8. Slosson - 2
   9. Wepman - 2

Tabulation

III. Which test instruments do you think are most appropriate in assessing an Indian child's intellectual capabilities at the elementary level?

1. WISC -10
2. Leiter International - 3
3. Raven - 3
4. PPVT - 2
5. WRAT - 2
6. Bender - 2
7. Stanford-Binet - 2
8. One questionnaire listed no tests. The response was 'performance type instruments."

| QUESTION | YES | NO | DON'T KNOW |
|---|---|---|---|
| 4. Do you feel the testing situation is influenced by whether the child being tested is Indian or non-Indian? | 6 | 3 | 2 |
| 5. Do Indian children generally do better on performance sections of tests than on verbal sections? | 8 | 0 | 3 |
| 6. Do Indian parents seem to be less cooperative with school personnel then non-Indian parents? | 3 | 6 | 2 |
| 7. Is it your experience that non-Indian parents are better able to give their children academic help at home than are Indian parents? | 2 | 5 | 4 |
| 8. Should the psychologist in a testing situation approach the Indian child in the same manner he approaches the non-Indian child? | 4 | 1 | 6 |
| 9. Are better instruments needed to test children from different cultures? | 6 | 1 | 4 |
| 10. Are you sympathetic to the Indian child's position as an Indian? | 7 | 2 | 2 |

| QUESTION | YES | NO | DON'T KNOW |
|---|---|---|---|
| 11. Have you visited in the home of any Indian children? | 10 | 1 | 0 |
| 12. Are you aware of the problems in Indian education across the nation? | 3 | 6 | 2 |
| 13. Have you found in the area that you serve, that Indian children have more difficulties in school than do non-Indian children? | 6 | 4 | 1 |
| 14. Do you know of the different tribes and their history and culture that live or did live in the region you serve? | 5 | 6 | 0 |
| 15. Is too much attention being paid to Indian students? | 2 | 6 | 3 |

The comments on the above questions in general concerned cultural differences, accessability of Indian parent, educational level of Indian parent, lack of motivation and possible unease felt by an Indian child in a testing situation. Some responses to question 9 (testing of children from different cultures) concerned; the desirability of cultural assimilation, "not sure it makes much difference". There was one comment concerning verbal disability other than cultural. Most seemed to feel that the psychologist should treat each testing situation as unique and one felt that Indian students were getting too much attention, too much adverse attention, that is.

Question 16 concerns the determination of the intellectual capabilities of an Indian child. The methods employed were: 1) Psychometric involving IQ achievement, perceptual motor and personality measures; 2) School adjustment involving teacher interviews, classroom observation, playground observation; 3) Home interviews with parent and child; and 4) Medical and developmental history. Most of the responses involved a number of different procedures.

Question 17, would testing procedure differ from Indian to non-Indian child, was always answered NO except for one who said that he used fewer non-verbal measures for non-Indian children.

Question 18 and 19 involving the specific educational problems of Indian children and possible solutions were left blank on four of the eleven questionnaires. Question 19 was not answered on another. One response to question 18 was to disagree with the statement that there was a problem.

The educational problem was seen as having two basic sources:

1. School - poor teaching, poor expectancies on part of educators, irrelevant material, vast difference in environment from home.
2. Home and cultural factors - poor use of language by parents, unfavorable perception of education, different goals and values, lack of motivation, defeatist attitude, suspicion.

The solutions seen for the problem may be broken down the same way.

1. School - develop wide range of learning skills, more flexibility in educational program, pre-school work, smaller classes, better diagnostics, special instruction, stressing of positive aspects of child's performance in communication with the home.
2. Parental and community involvement with educational program.

Factor Analysis

As an introductory note to this section, it must be stressed that with the present small N (11) caution must be exercised in the interpretation of results. The factor analysis is indicative of possible patterns of functional relationships among variables rather than a definitive statement of these relationships. However, with the small population from which the sample was drawn, the relationships can be considered reasonably representative.

The responses to the first three questions were broken down further. Each question ras rated by the actual number of tests used and also by the type used as measured by the following scale.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| ALL VERBAL I.Q. | PRIMARILY VERBAL I.Q. | ABOUT EQUAL VERBAL I.Q. NON-VERBAL I.Q. AND DEVELOPMENTAL & PHYSIOLOGICAL TESTS | PRIMARILY NON-VERBAL DEVELOPMENTAL PHYSIOLOGICAL | ALL NON-VERBAL DEVELOPMENTAL PHYSIOLOGICAL |

Questions 4-15 are scored as follows 3-yes, 2-don't know, and 1-no.

Question 16, concerning method of assessing mental functioning of Indian, is rated on a five point scale as follows.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| ALL PSYCHOMETRIC | PRIMARILY PSYCHOMETRIC | ABOUT EQUAL PSYCHOMETRIC AND OTHER OBSERVATION: PARENTAL INTERVIEW, TEACHER INTERVIEW, MEDICAL RECORDS | PRIMARILY OTHER | ALL OTHER |

Variables 17-19 were not included in this section of the analysis due to lack of variation and response.

A number of different factor analysis were performed. The one most representitive (three factors with the above coding) is presented.

Factor I

1. Feels that Indian parents are less cooperative.
2. Uses verbal I.Q. tests.
3. Testing situation is not influenced by whether child is Indian.
4. Not sympathetic to Indian's position as Indian.
5. Better instruments are not needed for testing people from different cultures.
6. Uses non-verbal supplementary tests.

This factor represents the use of verbal I.Q. tests, the feeling that Indian parents are uncooperative and lack of sympathy for cultural differences.

It must be remembered that this represents only one end of the factor and that there are people in the sample with opposite views.

Factor II

1. Feels that Indians do better on performance sections of tests.
2. Uses non-verbal supplementary tests.
3. Should approach Indian same as non-Indian.
4. Uses few intllegence tests.
5. Test situation not influenced by whether child is Indian.

This is the believer in non-verbal tests. Approaches testing the same for all children.

Factor III

1. Uses non-psychometric assessment for Indian child.
2. Uses non-verbal tests for Indian children.
3. Feels that non-Indian parents can help child more academically.
4. Too much attention (possibly unfavorable) is paid to Indians.

This represents a belief that Indians have verbal disadvantages and that the testing situation should deal with this problem..

COMMENTS: The types represented by these factors are ideal types and probably don't represent any one person in the sample. The factors are two ended and can be interpreted as well at the opposite end. In other words there will be people represented by the statements listed and others represented by opposite statements. Again caution should be exercised in interpreting data with so few subjects. The functional relationships may be present and rationally seem to make some sense. Most of the items listed do by inspection seem to fit together. Those not seeming to fit may represent an artifact of the small N or may reflect the presence of an unsuspected dimension.

The people responding seem to feel in general that there are some problems related to the child being Indian. However, the most popular instrument for testing Indian is the highly culture-bound WISC. The feeling is that better instruments are probably needed for minority group children. If these instruments were available it is likely that these persons would be cooperative in using them.

NAME _____

SCHOOL DISTRICT _____

COUNTY _____

SCHOOL PSYCHOLOGISTS PRE-QUESTIONNAIRE

1. Which of the state approved intelligence tests do you use?

2. Which supplemental tests do you use?

3. Which test instruments do you think are most appropriate in assessing an Indian child's intellectual capabilities at the elementary level?

4. Do you feel the testing situation is influenced by whether the child being tested is Indian or non-Indian? yes ☐ no ☐ don't know ☐
COMMENTS:

5. Do Indian children generally do better on performance sections of tests than on verbal sections? yes ☐ no ☐ don't know ☐
COMMENTS:

6. Do Indian parents seem to be less cooperative with school personnel than non-Indian parents? yes ☐ no ☐ don't know ☐
COMMENTS:

7. Is it your experience that non-Indian parents are better able to give their children academic help at home than are Indian parents?
yes ☐ no ☐ don't know ☐
COMMENTS:

8. Should the psychologist in a testing situation approach the Indian child in the same manner he approaches the non-Indian child?
yes ☐ no ☐ don't know ☐
COMMENTS:

9. Are better instruments needed to test children from different cultures?
yes ☐ no ☐ don't know ☐
COMMENTS:

10. Are you sympathetic to the Indian child's position as an Indian?
yes ☐ no ☐ don't know ☐
COMMENTS:

11. Have you visited in the home of any Indian children?
yes ☐ no ☐ don't know ☐
COMMENTS:

12. Are you aware of the problems in Indian education across the nation?
yes ☐ no ☐ don't know ☐
COMMENTS:

13. Have you found in the area that you serve, that Indian children have more difficulties in school than do non-Indian children?
yes ☐ no ☐ don't know ☐
COMMENTS:

14. Do you know of the different tribes and their history and culture that live or did live in the region you serve? yes ☐ no ☐ don't know ☐
COMMENTS:

15. Is too much attention being paid to Indian students?
yes ☐ no ☐ don't know ☐
COMMENTS:

16. Please describe the procedure you would use in determining the intellectual capabilities of an Indian child.

16. (con't)

17. Would the above procedure differ from that you would use with a non-Indian child?

18. Indian students have typically not performed well in academic areas at school. What do you feel are the principal factors responsible for their low achievement levels?

19. What do you feel could be done to help Indian children in the above situation?